

# Academic Mastery ELA - Grade 6

**Unit Title:** Unit 1 - “This is Me, This is Us”

## Stage 1: Desired Results

**Standards & Indicators:**

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

W.RW.6.7. Writing.Range of Writing.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

**Central Idea/Enduring Understanding:**

1. Reading and writing can help us explore identity and connect with others.
2. Exploring self and others through reading, writing, and speaking
3. Readers use evidence to understand characters and their development.
4. Stories reflect and shape identities, cultures, and personal values.

**Essential/Guiding Question:**

- How do characters’ experiences shape their identity?
- How does literature reflect real-world issues?

**Content:**

- Textual evidence
- Summary
- Theme
- Plot
- Character
- Setting
- Dialogue
- Point of view

**Skills(Objectives):**

- Cite relevant textual evidence to support analysis of what a literary text says explicitly and implicitly.
- Determine a theme or central idea and explain how it is conveyed through key details.
- Cite textual evidence to support analysis of explicit and inferred meanings in an informational text.
- Determine the central idea of a text and explain how it is

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<ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Central idea</li> <li>• Summary</li> <li>• Claim</li> <li>• Evidence</li> <li>• Conclusion</li> <li>• Citation</li> <li>• Context Clues</li> </ul> <p>Fiction Text Titles from Scholastic Action Titles from Goal Book Titles from Newsela IXL - Pemberton Township School District Flocabulary</p>	<ul style="list-style-type: none"> <li>• Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies</li> </ul>
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**Interdisciplinary Connections:** Social Studies and Technology- Students research and present a part of their culture or family history. Create a Google Slides or Canva presentation: include images, maps, and short descriptions.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b> Daily Do Nows Word Ladders-Vocabulary Building Close reading of short passages RACE" strategy introduction (Restate, Answer, Cite, Explain) Journal Writing Summative Assessment</p>	<p><b><u>Other Evidence:</u></b> IXL Diagnostic MAP Assessment Short Constructed Responses IXL Skills Assessment</p>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b> Small group instruction</p> <p>Independent Stations</p> <p>Close reading of short text (Goalbook, Scholastic)</p> <ul style="list-style-type: none"> <li>• Use high-interest literary and informational texts about identity, diversity, and growing up.</li> <li>• Model think-alouds for inference, identifying central ideas, and interpreting point of view.</li> <li>• Use annotation tools</li> <li>• Scaffold with teacher-led or audio read-alouds to build fluency and listening comprehension.</li> <li>• Character mapping</li> </ul> <ul style="list-style-type: none"> <li>• Think-Pair-Share discussions</li> </ul> <p>Paired Texts</p>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• IXL</li> <li>• Scholastic</li> <li>• Goalbook</li> <li>• Flocabulary</li> <li>• Newela</li> <li>• Independent Reading Text (fiction &amp; nonfiction)</li> </ul> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas. Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>
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<ul style="list-style-type: none"> <li>Compare fiction and nonfiction texts that explore identity (e.g., memoir + article).</li> </ul> <p>Vocabulary in Context</p> <ul style="list-style-type: none"> <li>Word ladders</li> <li>Word Wall</li> </ul> <p>Constructed Responses Using Text Evidence</p> <ul style="list-style-type: none"> <li>Teach the <b>RACE Strategy</b> (Restate, Answer, Cite, Explain) with modeling and guided practice.</li> <li>Provide sentence starters and word banks for citing evidence.</li> </ul>	
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

**Unit Title:** Unit 2 - Informational Text : Power of Information

### Stage 1: Desired Results

**Standards & Indicators:**

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RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Reading Informational Text. Interactions Among Text Elements. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Reading Informational Text. Text Structure Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

W.RW.6.7. Writing. Range of Writing. 6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
<p><b>Central Idea/Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>Understanding nonfiction helps us separate fact from fiction, make informed decisions, and better understand the world around us.</li> <li>Information can be used to inform, persuade, or mislead.</li> <li>Critical reading helps uncover the author's purpose and bias.</li> </ol>		<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>How can we tell what is true when we read nonfiction texts?</li> <li>How do authors organize facts to help readers understand their message?</li> <li>What clues can we use to figure out the meaning of unfamiliar words in nonfiction texts?</li> <li>How do the main idea and supporting details help us understand the author's point?</li> <li>How do images, charts, and other text features add to what we learn from reading?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Cause and Effect</li> <li>Central idea</li> <li>Summary</li> <li>Claim</li> <li>Evidence</li> <li>Conclusion</li> <li>Citation</li> <li>Context Clue</li> <li>Cause and Effect</li> <li>Problem and Solution</li> </ul>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>Cite textual evidence to support analysis of explicit and inferred meanings in an informational text.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</li> <li>Determine the central idea of a text and explain how it is</li> <li>Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text)</li> </ul>

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<ul style="list-style-type: none"> <li>● Chronological order</li> <li>● Compare and Contrast</li> <li>● Problem and Solution</li> </ul> <p>Fiction Text Titles from Scholastic Action Titles from Goal Book Titles from Newsela IXL - Pemberton Township School District Flocabulary</p>	<p>structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <ul style="list-style-type: none"> <li>● Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</li> <li>● Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
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**Interdisciplinary Connections:** Students choose a myth (scientific, historical, or social media-based) and conduct research using reliable sources. They then create: An informative article or one-pager  
OR a Google Slides or Flipgrid mini-presentation

### Stage 2: Assessment Evidence

**Performance Task(s):**

Daily Do Nows  
Word Ladders-Vocabulary Building  
Close reading of short passages  
Compare and contrast informational and fictional text articles  
RACE" strategy introduction (Restate, Answer, Cite, Explain)  
Summative Assessment  
Journal Writing

**Other Evidence:**

MAP Assessment  
Short Constructed Responses  
IXL Skills Assessment

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

Small group instruction  
Close reading of short text (Goalbook, Scholastic)

- Use high-interest literary and informational texts about identity, diversity, and growing up.
- Model think-alouds for inference, identifying central ideas, and interpreting point of view.
- Use annotation tools
- Scaffold with teacher-led or audio read-alouds to build fluency and listening comprehension.

RACE (Restate, Answer, Cite, Explain) writing  
Text feature analysis  
Peer review and revision with graphic organizers  
Paired Texts

- Compare fiction and nonfiction texts that explore identity (e.g., memoir + article).

Vocabulary in Context

- Word ladders

**Resources:**

- IXL
- Scholastic
- Goalbook
- Flocabulary
- Newela
- Independent Reading Text (fiction & nonfiction)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

## Academic Mastery ELA - Grade 6

<ul style="list-style-type: none"> <li>Word Wall</li> </ul>			
Constructed Responses Using Text Evidence			
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

### **Unit Title:** Unit 3 - "Voices that Makes a Difference"

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

RI.CR.6.1. Reading Informational Text. Close Reading of Text.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Reading Informational Text. Central Ideas and Themes of Texts.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Reading Informational Text. Interactions Among Text Elements.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Reading Informational Text. Text Structure.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

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RI.AA.6.7. Reading Informational Text. Analysis of an Argument. 6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.RW.6.7. Writing. Range of Writing. 6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

**Central Idea/Enduring Understanding:**  
Effective communication can inspire change and influence others.

**Essential/Guiding Question:**  
How can people use their voices to make a difference?  
  
Why is it important to consider the author's purpose and audience when reading or writing?

- Content:**
- Textual evidence
  - Central idea
  - Summary
  - Author's purpose
  - Author's point of view
  - Claim
  - Evidence
  - Reasoning
  - Text structure
  - Argumentative Writing

Fiction Text  
Titles from Scholastic Action  
Titles from Goal Book  
Titles from Newsela  
IXL - Pemberton Township School District  
Flocabulary

- Skills(Objectives):**
- Cite relevant textual evidence to support analysis of what a literary text says explicitly and implicitly.
  - Determine a theme or central idea and explain how it is conveyed through key details.
  - Cite textual evidence to support analysis of explicit and inferred meanings in an informational text.
  - Determine the central idea of a text and explain how it is
  - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Interdisciplinary Connections:** Science-Students write a persuasive letter about climate change, recycling, or protecting endangered species, using researched scientific evidence.

### Stage 2: Assessment Evidence

**Performance Task(s):**  
Daily Do Nows  
Word Ladders-Vocabulary Building  
Close reading of short passages  
Compare and contrast informational and fictional text articles  
RACE" strategy introduction (Restate, Answer, Cite, Explain)  
Summative Assessment  
Journal Writing

**Other Evidence:**  
MAP Assessment  
Short Constructed Responses  
IXL Skills Assessment  
Venn Diagram / Graphic Organizer

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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Small group instruction

Close reading of short text (Goalbook, Scholastic)

- Use high-interest literary and informational texts about identity, diversity, and growing up.
- Model think-alouds for inference, identifying central ideas, and interpreting point of view.
- Use annotation tools
- Scaffold with teacher-led or audio read-alouds to build fluency and listening comprehension.
- Assign IXL post-readings to reinforce specific text skills.
- Text marking (highlighting evidence for claims). Role-play or debate for differing perspectives.
- Scaffold argumentative writing using sentence frames.  
Provide graphic organizers for comparing perspectives.
- Use paired texts (fiction/nonfiction) to compare themes.

### Resources:

- IXL
- Scholastic
- Goalbook
- Flocabulary
- Newela
- Independent Reading Text (fiction & nonfiction)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::                      Extended time                      Provide visual aids                      Repeated directions                      Differentiate based on proficiency                      Provide word banks                      Allow for translators, dictionaries</p>

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understanding of the concept.	skill/strategy they were taught.	time to complete tasks.	
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**Unit Title:** Unit 4 - Theme and Transformation – Lessons from Literature

### Stage 1: Desired Results

**Standards & Indicators:**

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

W.RW.6.7. Writing. Range of Writing.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

**Central Idea/Enduring Understanding:**

- Characters grow and change through challenges, and so do we.
- Literature teaches universal themes that apply across time and cultures.

**Essential/Guiding Question:**

- How do characters grow or change throughout a story?
- What life lessons can we learn from fictional characters?
- How do authors build theme through plot and character?

**Content:**

- Textual evidence
- Theme
- Analyzing Character
- Plot
- Author's Point of View
- Author's Purpose
- Claim
- Evidence
- Conclusion
- Citation
- Context Clues

Fiction Text  
Titles from Scholastic Action

**Skills(Objectives):**

- Cite relevant textual evidence to support analysis of what a literary text says explicitly and implicitly.
- Determine a theme or central idea and explain how it is conveyed through key details.
- Cite textual evidence to support analysis of explicit and inferred meanings in an informational text.
- Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

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<p>Titles from Goal Book Titles from Newsela IXL - Pemberton Township School District Flocabulary</p>	<ul style="list-style-type: none"> <li>• Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
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**Interdisciplinary Connections: Art/Drama** – Students create comic strips or short dramatic scenes showing the key turning point in a character’s journey, emphasizing theme.

### Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b> Daily Do Nows Word Ladders-Vocabulary Building Close reading of short passages Write a literary essay analyzing how a character changes over time in a story from <i>Scholastic Scope</i> or <i>Scholastic Action</i>, connecting that change to a central theme. RACE" strategy introduction (Restate, Answer, Cite, Explain) Daily exit slips citing text evidence Summative Assessment Journal Writing</p>	<p><b>Other Evidence:</b> MAP Assessment Short Constructed Responses IXL Skills Assessment Venn Diagram</p>
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### Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b> Small group instruction</p> <p>IXL (Targeted Skill Practice &amp; Formative Checks)</p> <ul style="list-style-type: none"> <li>• Story mountain and theme trackers</li> <li>• Character journey charts</li> <li>• Text-to-self and text-to-world reflections</li> <li>• Literary essay graphic organizers</li> <li>• Peer conferencing and oral presentations</li> </ul> <p>Close reading of short text (Goalbook, Scholastic)</p> <ul style="list-style-type: none"> <li>• Use high-interest literary and informational texts about identity, diversity, and growing up.</li> <li>• Model think-alouds for inference, identifying central ideas, and interpreting point of view.</li> <li>• Use annotation tools</li> <li>• Scaffold with teacher-led or audio read-alouds to build fluency and listening comprehension.</li> </ul> <p>Paired Texts</p> <ul style="list-style-type: none"> <li>• Compare fiction and nonfiction texts that explore identity (e.g., memoir + article).</li> </ul> <p>Vocabulary in Context</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• IXL</li> <li>• Scholastic</li> <li>• Goalbook</li> <li>• Flocabulary</li> <li>• Newela</li> <li>• Independent Reading Text (fiction &amp; nonfiction)</li> </ul> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>
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## Academic Mastery ELA - Grade 6

<ul style="list-style-type: none"> <li>● Word ladders</li> <li>● Word Wall</li> </ul> <p>Constructed Responses Using Text Evidence</p> <ul style="list-style-type: none"> <li>● Teach the <b>RACE Strategy</b> (Restate, Answer, Cite, Explain) with modeling and guided practice.</li> <li>● Provide sentence starters and word banks for citing evidence.</li> </ul>			
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

### Pacing Guide

Content	Resources	Standards
<b>UNIT 1: This is Me, This is Us</b>		
22 Days Relationships, Routines and Procedures (2) Reading Assessment (2) Textual evidence (2) Theme (2)	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Scholastic</li> <li>● Goalbook</li> <li>● Flocabulary</li> <li>● Newsela</li> </ul>	RL.CR.6.1  RI.CR.6.1.  RL.CI.6.2.

## Academic Mastery ELA - Grade 6

<p>Central idea (2) Summary (2) Claim (2) Evidence (2) Conclusion (2) Citation (2) Context Clue (2)</p>	<ul style="list-style-type: none"> <li>● Independent Reading Text (fiction &amp; nonfiction)</li> <li>● Reading and Spelling Inventory</li> </ul>	<p>RI.CI.6.2.  W.RW.6.7.  L.VL.6.3</p>
<b>UNIT 2: Informational Text: Power of Information</b>		
<p>23 Days Textual evidence (2) Cause and Effect (2) Central idea (2) Summary (2) Claim (2) Evidence (2) Conclusion (2) Problem and Solution (2) Chronological order (1) Compare and Contrast (2) Problem and Solution (2)</p>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Scholastic</li> <li>● Goalbook</li> <li>● Flocabulary</li> <li>● Newela</li> <li>● Independent Reading Text (fiction &amp; nonfiction)</li> </ul>	<p>RI.CR.6.1.  RI.CI.6.2.  RI.IT.6.3.  RI.TS.6.4.  W.RW.6.7.  L.VL.6.3.</p>
<b>UNIT 3: Voices That Make a Difference</b>		
<p>22 Days Textual evidence (2) Central idea (2) Summary (2) Author's purpose (2) Author's point of view (3) Claim (2) Evidence (2) Reasoning (2) Text structure (3) Argumentative Writing (2)</p>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Scholastic</li> <li>● Goalbook</li> <li>● Flocabulary</li> <li>● Newela</li> <li>● Independent Reading Text (fiction &amp; nonfiction)</li> </ul>	<p>RI.CR.6.1.  RI.CI.6.2.  RI.IT.6.3.  RI.TS.6.4.  RI.AA.6.7.  W.RW.6.7.</p>
<b>UNIT 4: Theme and Transformation – Lessons from Literature</b>		
<p>23 Days</p> <ul style="list-style-type: none"> <li>• Textual evidence (3)</li> <li>• Theme (2)</li> <li>• Analyzing Character (2)</li> <li>• Plot (2)</li> <li>• Author's Point of View (2)</li> <li>• Author's Purpose (2)</li> <li>• Claim (2)</li> <li>• Evidence (2)</li> <li>• Conclusion (2)</li> <li>• Citation (2)</li> <li>• Context Clues (2)</li> </ul>	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Scholastic</li> <li>● Goalbook</li> <li>● Flocabulary</li> <li>● Newela</li> <li>● Independent Reading Text (fiction &amp; nonfiction)</li> </ul>	<p>RL.CR.6.1.  RI.CR.6.1.  RL.CI.6.2  RL.MF.6.6.  W.RW.6.7.</p>